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ABSTRACT

During fiscal year 1977, the Montana Office of Public Instruction was involved in the administration of Johnson-O'Malley Act (JOM) funding for schools on the Crow, Fort Peck, Fort Belknap, and Rocky Boy's Indian reservations. Following the trend of Montana Indian tribes, the Blackfeet and Flathead tribes became directly involved in contracts with the Bureau of Indian Affairs to manage educational assistance monies for schools on their reservations. Allocations totalling $850,552 provided assistance to approximately 4,064 students. JOM projects included school readiness programs, graduation expenses, bilingual home-school communications, career awareness, instructional aides, curriculum development, incentive awards for school attendance, breakfast programs, remedial and tutorial programs, rental of band equipment, and summer programs. Annual JOM sponsored activities included the statewide Montana Indian Education Conference, the Montana Indian Youth Practicum, and the All-Indian Speech and Debate Tournament. This report presents the school reports of JOM funded projects, the JOM annual financial report, the administrative budget, a summary of allocations, a summary of enrollment, and financial report. Tabular data pertain to JOM allocations and number of eligible Indian students for fiscal years 1948-77, and JOM allocations by reservations. (NEC)

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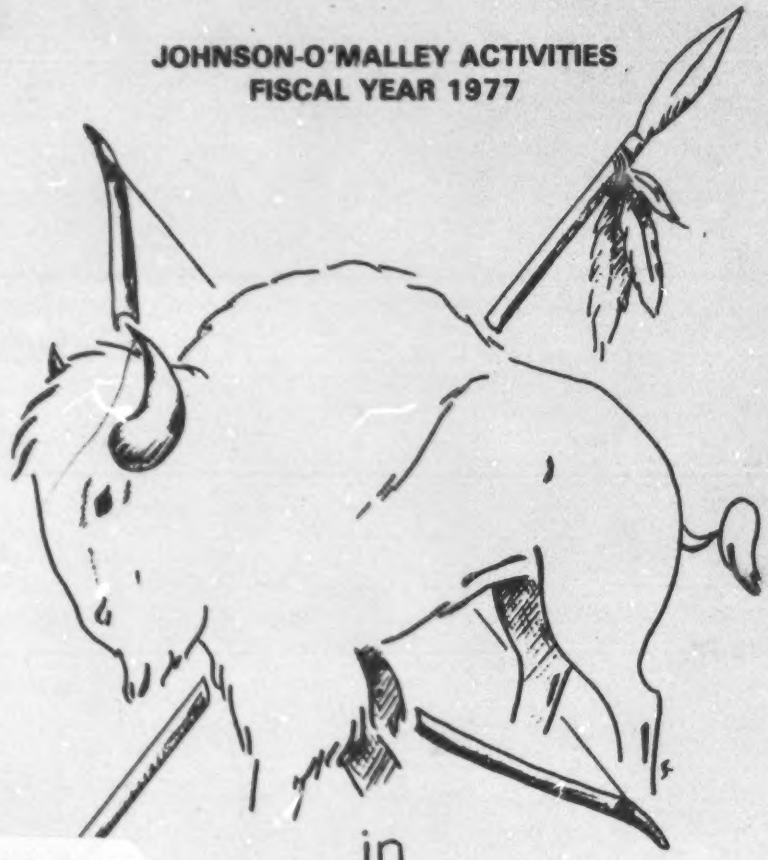
ANNUAL REPORT of INDIAN EDUCATION

JOHNSON-O'MALLEY ACTIVITIES
FISCAL YEAR 1977



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1977 JOHNSON-O'MALLEY PROGRAM

During Fiscal Year 1977, the Montana Office of Public Instruction was involved in the administration of Johnson-O'Malley Act funding for schools on the Crow, Fort Peck, Fort Belknap and Rocky Boy's Indian reservations. The Blackfeet and the Flathead tribes became directly involved in contracts with the Bureau of Indian Affairs to manage educational assistance monies under Johnson-O'Malley for schools on their respective reservations. This followed the current trend of Montana Indian tribes to become more directly involved in programs affecting school-age young people enrolled in their tribes. Therefore, out of approximately 7,900 Johnson-O'Malley eligible students in Montana, the Office of Public Instruction provided assistance, under Johnson-O'Malley, to about 4,064 students.

The Office of Public Instruction again sponsored the statewide Montana Indian Education Conference. The conference was co-sponsored by the Native American Studies program at Montana State University in Bozeman, Montana. This year's theme was, "EDUCATING MONTANA INDIAN CHILDREN - Respect them; they have a right to be themselves". Although poor weather made travel hazardous, 500 people attended. The keynote speaker was Mr. Tom Thompson, a Blackfeet Indian from Browning, Montana. Mr. Thompson is very active in state and national Indian education programs and is presently working for the Browning school district on his reservation. Miss Indian America, Christine Harvey, also spoke at the conference. Most of the people attending were Indian parents, although many parents and tribal officials registered.

The Johnson-O'Malley Program provided funding for the Montana Indian Youth Practicum which was held at Eastern Montana College in Billings. The Montana Inter-Tribal Policy Board sponsored the program and hired Mr. Chuck Potter, an Arapahoe, as director. The Practicum is held annually and gives Indian students an opportunity to simulate the operation of tribal government and the Bureau of Indian Affairs.

The Sixth Annual All-Indian Speech and Debate Tournament was sponsored by the Johnson-O'Malley Program and the Native American Studies Program at the University of Montana. This program attracted Indian students from all over Montana and involved them in debate, extemporaneous, declamation and after-dinner speaking. The outstanding overall speaker was Ms. Joetta Plumage of Browning High School. She won the extemporaneous and the declamation. Mr. Allan Beaverhead, of Ronan High School, placed first in after-dinner speaking. This program was sanctioned by the Montana High School Association.

The Rocky Boy's tribe was awarded a small Johnson-O'Malley project which provided enrichment experiences, field trips, recreation and academic instruction. This program was co-sponsored by the Rocky Boy's Agency Speedy Program and the Tribal Business Committee.

During Fiscal Year 1977, Johnson-O'Malley Act funds were distributed to schools at Crow, Rocky Boy's, Fort Peck and Fort Belknap on a per-capita basis. That is, every Indian student eligible to receive Johnson-O'Malley Act funds generated funding for his school district. This type of distribution is consistent with P.L. 93-638 and should prove to be a more equitable method of distributing supplemental program monies like Johnson-O'Malley and Title IV. Although Johnson-O'Malley monies were distributed on a per-capita basis, some schools may have received additional funding. This additional funding was actually unexpended monies from the previous fiscal year.

FISCAL YEAR 1977 JOHNSON-O'MALLEY
PROJECT SUMMARIES AND EVALUATIONS

On pages four through thirty-five we have printed the summaries and evaluations of Johnson-O'Malley school district programs on the Crow, Ft. Belknap, Ft. Peck and Rocky Boy's reservations. Although the format of the summaries and evaluations has been slightly changed, the content and style of the information is printed as it was submitted by the local district and parent committee.

CROW RESERVATION

On the Crow Reservation, four public school districts and the Crow Tribe received funds from the Johnson-O'Malley program through the Office of Public Instruction. Public schools were Hardin, Lodge Grass, Pryor and Wyola.

HARDIN PUBLIC SCHOOL DISTRICTS

Hardin schools had three Johnson-O'Malley projects for FY '77. They were the Readiness Program, Activity Media Program and Indian Studies and Activity Program. The schools were budgeted $43,496 for these projects. The number of students served was 582. There were 34 Indians employed by the school as teachers, administrators, counselors, aides, cooks and food service, bus drivers, janitors, home-school coordinator, secretary and bilingual staff.

Crow Agency Readiness Program

Narrative

For the past three years, the Crow Agency Elementary School has operated a readiness program for students not yet mature enough to develop desirable work habits within a regular first-grade room.

Project Objectives

1. To develop reading readiness.
2. To establish confidence in ability to learn.
3. To develop a positive self-image.

Evaluation

This project was evaluated by using Standard Readiness Tests, Bilingual Readiness Tests and teacher evaluation. All students progressed into the first grade with little difficulty.

Activity Media Program

Narrative

This program was designed to teach bilingual communication through activity media. The program improved the child's desire and ability to communicate within the world of learning through the arts.

Project Objectives

1. To develop language skills.
2. To develop written skills.
3. To develop communication skills.
4. To establish confidence to feel an ability to express ideas through the arts.

Evaluation

This project was evaluated by using basic language arts tests and the child's attitude toward school. Montana State Assessment Tests indicated a very positive self-image and attitude toward school.

Indian Studies and Activity Program

Narrative

This project included the following sections: Indian Studies Program - establishment of a library of Indian studies material; Activity Fees - provided activity funds for needy students; Activity Bus - a late-hour bus for Indian students involved in school activities.

Project Objectives

1. To develop a positive attitude toward Indian culture.
2. To make it possible for Indian students to participate in school activities.
3. To encourage a complete involvement in all phases of the school curriculum, in and out of the classroom.

Evaluation

Student participation in all activities increased as did parent participation and interest in their child's activities.

LODGE GRASS PUBLIC SCHOOL DISTRICTS

Lodge Grass schools had 11 Johnson-O'Malley projects for FY '77. They were Graduation Expenses, Cultural Enrichment Materials, Bilingual Home-School Coordinator, Kindergarten, Activities Expense, School Nurse and Health Education Careers, Committee Expenses, Student Transportation, Career Awareness, P.E. Shoes - Parental Costs and Contractual. The schools were budgeted $30,573 for these projects. The number of students served was 418. Lodge Grass schools employed 18 Indians as teachers, aides, cooks and food service, bus drivers, janitors and home-school coordinators. Of a nine-member school board, five were Indian.

Graduation Expenses

Narrative

Students in grades eight and twelve were given stipends based on needs criteria to offset expenses directly related to graduation costs.

Project Objective

1. To provide fiscal support for graduating eighth graders and seniors.

Evaluation

Students signed claims for related costs up to approved amount and made application on income criteria. The program was a success.

Cultural Enrichment Materials

Narrative

Cultural materials were purchased for library and classroom beyond regular school program.

Project Objectives

1. To provide cultural enrichment materials to increase students' pride in their heritage.

2. To increase student and teacher accessibility to cultural materials.

Evaluation

All materials invoiced in and stamped J.O.M. funds. A survey was made concerning student and teacher checkout of same materials. The materials were checked out more by non-Indian students who were gaining a knowledge of Indian culture.

Bilingual Home-School Coordinator

Narrative

Two bilingual aides were hired to insure communication between parents and school, and to counsel students, who were in need of it, in their native tongue.

Project Objectives

1. To provide bilingual counseling to the students.
2. To maintain contact with parents concerning school-related matters.
3. To recruit dropout students for return to school.

Evaluation

A record was maintained concerning services made available through the coordinators. This was a very successful program.

Kindergarten

Narrative

This project allowed for the purchase of supplemental learning materials and field trips to provide a more innovative learning experience.

Project Objectives

1. To provide learning experience through field trips.
2. To obtain supplemental learning supplies for instruction.
3. To aid the teaching and learning process.

Evaluation

Invoices for materials are on hand. The project was a success. The students enjoyed the field trips.

Activities Expense

Narrative

A semi-parental cost item. Shorts and shirts are maintained by the school. Students wear these to such events as arrow throwing, play days, etc.

Project Objective

1. To provide financial assistance to needy students for uniforms, allowing them to participate in school-related activities.

Evaluation

Needy students showed pride in being able to take part in activities as well dressed as fellow participants.

School Nurse and Health Education Careers

Narrative

A registered nurse was hired for school nurse and to direct an Indian Health Careers Club.

Project Objectives

1. To provide Indian students emergency medical aid.
2. To provide Indian students health careers and education information.

Evaluation

All eligible students benefitted directly or indirectly from this program. Medical files and student visitations increased. Health Careers Club was active, taking field trip to medical facilities in Crow Agency and Billings.

Committee Expenses

Narrative

This project provided financial assistance to Parent Committee for travel to state conference.

Project Objectives

1. To increase parental knowledge of guidelines.
2. To increase parental participation in J.O.M. meetings.

Evaluation

Committee members gained valuable experience by attending the conference.

Student Transportation

Narrative

This project provided transportation for students to meetings and field trips to gain knowledge and understanding.

Project Objectives

1. To attend MIEA conference.
2. To attend KYI-YO conferences.
3. To attend various state and district student meetings.

Evaluation

Questionnaires were positive. Students gained a better understanding of their role and pride in their culture.

Career Awareness

The purpose of this project was to establish a Career Day where students had the opportunity to meet with various representatives from different occupations and schools. It also provided for field trips to occupational areas and institutions of higher learning or training.

Project Objectives

1. To provide students career awareness opportunities.
2. To provide students with on-site inspection of various occupations.

Evaluation

Students indicated that the program was a success. Only time will tell.

P.E. Shoes - Parental Costs

Narrative

This project provided gym shoes for students in need of them, allowing them to participate in gym classes.

Project Objective

1. To aid in a well-rounded and necessary P.E. program.

Evaluation

The project was a success. Income criteria was established to reflect that of free lunch applications.

Contractual

Narrative

The project provided special knowledge in carrying out the objectives of the J.O.M. program.

Project Objective

1. To increase overall J.O.M. program effectiveness.

Evaluation

Specialized personnel was utilized periodically throughout the program year. Effectiveness of overall program was enhanced.

PRYOR PUBLIC SCHOOL DISTRICTS

Pryor schools had eight Johnson-O'Malley projects for FY '77. They were Guidance for Plenty Coups High and Pryor Elementary, Instructional Aides - District #3 - Plenty Coups High, J.O.M. Committee Expenses - District #3 - Plenty Coups High, Student Helpers - District #3 - Plenty Coups High, Castle Rock Smoke Signals, Athletic & Cheerleader Supplies - District #3 - Plenty Coups High, Instructional Aides - District #2 - Pryor Elementary and School Program Improvement - District #2 - Pryor Elementary. The schools were budgeted $27,000 for these projects. The number of students served was 118. There were 20 Indians employed as teachers, aides, cooks and food service, bus drivers, janitors, home-school coordinator and others. Of a five-member school board, three were Indian.

Guidance for Plenty Coups High & Pryor Elementary

Narrative

This project provided for a full-time guidance person to advise our students and provide them with career counseling. This position operated for the second semester and helped in implementing a system-wide testing program and in developing a career education program.

Project Objectives

1. To develop K - 12 testing program.
2. To develop 9 - 12 career education program.
3. To counsel students.
4. To guide students in course selection.

Evaluation

The chief value of the project was provision of guidance in course selection and encouragement of students in selection of special activities that resulted in increased involvement and participation. The main weakness of the project was too little professional time.

Instructional Aides - District #3 - Plenty Coups High

Narrative

Instructional aides were employed to assist teachers in the classroom, to tutor students having academic difficulties, to help make the courses more relevant to Indian students, to help students with language problems by using the Crow language and to help Indian students with problems of personal and social adjustment.

Project Objectives

1. To provide assistance to teachers in the classroom.
2. To tutor students having academic difficulties.
3. To help make courses more relevant to Indian students.
4. To help Indian students having language problems.
5. To help Indian students adjust to high school life.

Evaluation

Nothing is more valuable to the student in any of our classes than to have bilingual aides. All of our project objectives were met in some degree. The biggest problem with the project continues to be that of keeping aides inspired and dedicated.

J.O.M. Committee Expenses - District #3 - Plenty Coups High

Narrative

Funds from this project were used to defray travel expenses to attend state department meetings and other meetings of importance to the Indian community. The election incurred certain expenses which had to be paid by the committee (election dinners, mileage to attend local meetings, paper and supplies).

Project Objectives

1. To improve relations within the community in communication and elections.
2. To attend meetings that are important to the education of the children who are benefitting from the J.O.M. Committee.

Evaluation

One of the main incentives of the J.O.M. Committee was to attend tribal meetings of specific relevance to education. Much is being done with bilingual instruction and more funding should be included in this project to provide for wholesale committee participation.

Student Helpers - District #3 - Plenty Coups High

Narrative

The funds were handled by the school administration. They were used to hire student helpers as needed. Criteria for selection was the student's ability to provide the kind of help needed and the financial situation of the student.

Project Objectives

1. To obtain needed student help to improve the smooth operation of the school.
2. To give selected students an opportunity to earn some needed spending money.
3. To provide selected students an opportunity to improve their feeling of self-worth.

Evaluation

It is the committee's judgment that this project was the most valuable of all the J.O.M. projects because it was the most direct avenue to helping Indian students experience the value, dignity and worth of fair remuneration of honest effort.

Castle Rock Smoke Signals - District #3 - Plenty Coups High

Narrative

For community relations and as a public relations situation for the school, we established a newspaper written by the English classes to be distributed bimonthly within the community. The articles dealt with what was happening in the school and with the students, past, present and future. The project accomplished two goals by providing the students with additional writing experience and letting the community know what was happening with the Pryor school district.

Project Objectives

1. To develop reporting skills.
2. To develop additional writing skills.
3. To serve as a vehicle for community news.

Evaluation

This project met its objectives more completely than any other. Student involvement in the project was keener and more appreciated by students than any other.

Athletic and Cheerleader Supplies - District #3 - Plenty Coups High

Narrative

Funds from this project were used to purchase materials for the cheerleaders to construct their own uniforms and to attend cheerleader clinics. The athletic request was used to purchase shoes and other equipment for the students who were unable to afford their own.

Project Objectives

1. To purchase supplies for cheerleaders.

2. To provide training for cheerleaders.
3. To purchase equipment for participants.

Evaluation

This project has done more for school morale than any of the other projects. It would be extremely difficult, if not impossible, to have a cheerleader program without financial assistance for the participants.

Instructional Aides - District #2 - Pryor Elementary

Narrative

The aides were principally involved in assisting teachers in the classroom. They were people with an interest in becoming teachers and were encouraged to take college course work during the academic year and the summer. The aides tutored individual children under the supervision of the teacher and assisted in planning and conducting lessons.

Project Objectives

1. To provide help to elementary students, especially those who speak the Crow language.
2. To provide help to the classroom teacher in preparing lessons appropriate for Indian children.
3. To help the school faculty develop programs and activities dealing with Crow language and culture.

Evaluation

Nothing is more valuable to the student in any of our classes than to have bilingual aides. All of our project objectives were met in some degree. The biggest problem with the project continues to be that of keeping aides inspired and dedicated.

School Program Improvement - District #2 - Pryor Elementary

Narrative

The project supported the general improvement of the school program by supporting the following: production of Crow legends and stories, school-community projects, Indian involvement in education, inservice training of teachers and aides and library improvement.

Project Objectives

1. To encourage members of the community to take part in school-related projects.
2. To give Crow Indian students an opportunity to learn about their culture by studying authentic materials.
3. To encourage greater participation, by Indian residents, in school matters.
4. To continuously upgrade the skills of teachers and aides through an inservice education program.
5. To encourage students to improve their library skills.

Evaluation

The Parent Committee, the faculty and the school administration felt that of all federal monies made available for enriching programs for Indian

students, this project was the most useful. The committee felt that in this project it had a real handle on activities most specifically beneficial to the committee.

WYOLA PUBLIC SCHOOL DISTRICT

Wyola Elementary School had four Johnson-O'Malley projects for FY '77. They were Special Activities Instruction, Primary Language Development, Pupil Services and Parent Involvement and Eighth Grade Travel Project. The school was budgeted $29,456 for these projects. The number of students served was 74. There were 17 Indians employed by the school as teachers, administrators, counselors, aides, bus drivers, janitors, home-school coordinator and others. Of a three-member school board, two members were Indian.

Special Activities Instruction

Narrative

Special high-interest projects included one instructor and part-time aide and additional curriculum materials in high student interest areas of art, physical education and bicultural home economics.

Project Objectives

1. To provide art program which offered several contract periods per week with Indian and non-Indian art specialists. Program included ceramic, native arts and crafts and bilingual instruction.
2. To offer specialist taught courses in P.E. which would include Indian traditional games, high self-image activity.
3. To offer home economics with heavy emphasis on traditional Crow food practices.

Evaluation

Very positive rating of all three programs by parents. High student interest in new cultural component introduced in each area.

Primary Language Development Project

Narrative

An Indian teacher was added to reduce instructional ratio in primary grades and meet identified need for additional language development instruction.

Project Objectives

1. To increase achievement levels for Indian students in primary grades.
2. To promote high self-concept and pride in culture.

Evaluation

High test scores developed where instructors were provided.

Pupil Services and Parent Involvement

Narrative

This project provided for a home coordinator to reduce attendance problems and other home-school communication problems. Student/parent activity travel and parent involvement costs were paid.

Project Objectives

1. To reduce attendance problems due to lack of transportation, truancy or communication problems at home.
2. To provide high-level information feedback from home to school through personal contact.
3. To insure high involvement and increased awareness by parent committee and community through meetings, conferences and visitations.

Evaluation

The coordinator had major impact on attendance. Parent involvement was higher than previous year.

Wyola Eighth Grade Cultural Visitation Project

Narrative

This project provided 13 students with an educational trip to Idaho and Washington with planned activities and experiences to enhance awareness and self-image.

Project Objectives

1. To expose students first hand to new learning experiences relating to Native Americans and those of an urban area.
2. To create increased awareness of other cultures and life styles.
3. To introduce students to models of career possibilities.
4. To strengthen the knowledge and appreciation of the students' own culture and heritage.
5. To open avenues of interest for student to develop individually.
6. To motivate the students to develop themselves in knowledge, confidence and feelings of self-worth.

Evaluation

Strong parental support of program. Student lab and media production were available.

FORT BELKNAP RESERVATION

On the Ft. Belknap Reservation, two public school districts received funds from the Johnson-O'Malley program through the Office of Public Instruction. They were Harlem and Hays/Lodge Pole.

HARLEM PUBLIC SCHOOL DISTRICTS

Harlem schools had three Johnson-O'Malley projects for Fiscal Year 1977. They were the Housing-Boarding Program, Distar and Transportation-Per Diem. The schools were budgeted $51,427 for these projects. The number of students served was 298. Two Indians were employed by the schools as teacher and aide. Of a five-member school board, one member was Indian.

Housing-Boarding Program

Narrative

This program was designed to allow students from isolated areas to room and board in Harlem homes and, thus, be able to participate in the total school program.

Project Objective

1. To allow students, who would normally have to ride a bus home in the evenings, to stay in Harlem and participate in after-school activities.

Evaluation

The program proved very effective as the number of students who participated would indicate.

Distar

Narrative

The Distar program consisted of three subject areas: reading, arithmetic and language. Because of the length of individual lessons and time consumed in teaching each lesson, the maximum effectiveness was best served by having tutors (or aides) teach the arithmetic portion of the program. J.O.M. funds were used to pay the salaries of these aides.

Project Objectives

1. To provide the basic fundamentals of reading and math for all primary children.
2. To allow for smaller groups, thus allowing for more individualized attention for each child.
3. To raise and maintain each participant's overall reading and arithmetic ability.
4. To provide the confidence necessary for each child to compete with other students at his grade level.

Evaluation

Evaluation tools were teacher observation and results of nationally recognized achievement tests. We felt that the program was successful in meeting the objectives set.

Transportation-Per Diem

Narrative

The Transportation-Per Diem project was used to send two couples, Mr. and Mrs. Bill Stiffarm and Mr. and Mrs. Milton Horn, to the Annual J.O.M. Conference in Bozeman. It was used also to pay mileage to Mr. Joe McConnell and Mrs. Jennie Gray to attend J.O.M. Parent Advisory Council meetings.

Project Objective

1. To allow expenses and mileage for members of the J.O.M. Parent Advisory Council to attend conferences, meetings and workshops dealing with Indian education.

Evaluation

The project seemed very beneficial in respect to the ideas, current trends and outlook in Indian education.

HAYS/LODGE POLE PUBLIC SCHOOL DISTRICT

Hays/Lodge Pole public school district had four Johnson-O'Malley projects for Fiscal Year 1977. They were Home-School Coordinator, Elementary School Guidance, Kindergarten and High School Guidance. The schools were budgeted $60,879 for these projects. The number of students served was 309. The schools employed 26 Indians as teachers, administrators, aides, cooks and food service, bus drivers, janitors, home-school coordinator and others. The three-member school board was made up entirely of Indians.

Home-School Coordinator

Narrative

This project was developed to function as a go-between for the schools and community members.

Project Objective

1. To open lines of communication between the school personnel and community members.

Evaluation

This was a very effective project. Effective lines of communication were established and the schools were opened to the community.

Elementary School Guidance

Narrative

One person provided guidance and counseling to the elementary school students.

Project Objective

1. To provide guidance and counseling to the elementary students.

Evaluation

This was a much needed project. By having a counselor serve the elementary students, many of the problems faced by Indian children were eliminated.

Kindergarten

Narrative

This project provided full-time kindergarten instruction by placing two full-time teachers and aides in this area.

Project Objective

1. To provide full-time kindergarten instruction to the five-year-old children of district #50.

Evaluation

A positive educational experience for these young children was gained by this program. The much needed background was obtained for them.

High School Guidance

Narrative

This project provided for a guidance counselor to serve all secondary school students.

Project Objective

1. To provide guidance and counseling to the secondary school students.

Evaluation

This project provided a vital service to the older students. Since most decisions made at this time of life are long-range, this service was very necessary.

FORT PECK RESERVATION

On the Fort Peck Reservation, four public school districts received funds from the Johnson-O'Malley program through the Office of Public Instruction. Public schools were Brockton, Frazer, Poplar and Wolf Point.

BROCKTON PUBLIC SCHOOL DISTRICTS

Brockton public schools had eight Johnson-O'Malley projects for Fiscal Year 1977. They were Indian Education Involvement as Teacher Aides, Expansion of Student Participation in School Activities, Guidance and Counseling for the Student Body, Recreation and Enjoyment for Student Body, Summer Recreation, Curriculum Development and Expansion, Incentive Awards for School Attendance and Summer 1977 J.O.M. Recreation Program. The schools were budgeted $9,970 for these projects. The number of students served was 242. The schools employed 16 Indians as administrator, aides, cooks and food service, bus drivers, janitors and home-school coordinators. The three-member school board was comprised entirely of Indians.

Indian Education Involvement as Teacher Aides

Narrative

Local persons of Indian ancestory were employed to assist the teacher by giving the student individual help and by doing routine clerical and other chores to release the teacher to work with the student. The aides also worked with the teacher in an advisory capacity regarding problems the students might be having outside the school.

Project Objectives

1. To increase the students' achievement in all subject areas through individualized instruction.
2. To help the teacher understand problems that students have outside the school.
3. To help involve the community with the school by the employment of local people.

Evaluation

This was a highly successful program. The school is continuing to improve the program of individualized instruction and has developed a high level of confidence in the school by the community.

Expansion of Student Participation in School Activities

Narrative

This year caps, gowns and senior portraits were purchased with J.O.M. funds as parental cost items.

Project Objectives

1. To permit the J.O.M. eligible student to fully participate in school sponsored activities.
2. To remove the financial stigma from certain aspects of the public school for J.O.M. eligible students.

Evaluation

This program was well received and should be continued. The development of criteria for eligibility was a problem.

Guidance and Counseling for the Student Body

Narrative

Counselor worked with students in grades kindergarten through twelve by helping the student solve problems encountered in school and helping the communication between home and school by conferences with parents. Career and vocational choices were part of the program along with testing and the collection of student data.

Project Objectives

1. To help the student to make career, college and vocational choices.
2. To help the student deal with school and social problems.
3. To make information on students available, in usable form, to teachers, parents and students.

Evaluation

The objectives of the program have developed a basis for a continuing program. Guidance and counseling must be expanded if the students are to compete favorably.

Recreation and Enjoyment for Student Body

Narrative

School programs not normally available to students such as guest speakers, films and plays were brought into the school. Students were transported and chaperoned for appropriate activities such as college and career days, Indian celebrations and field trips.

Project Objectives

1. To expand the knowledge of students in activities in which they can partake.
2. To provide the students with better choices in the worthwhile use of their leisure time.
3. To help in the development of stronger self-image and self-confidence in the individual.

Evaluation

Program should be continued and improved - some activities are not meeting the objectives of the program.

Summer Recreation

Narrative

Two recreation directors were employed, one at Brockton and one at Fort Kipp, to provide leadership for summer recreation which this year included swimming instruction, softball, crafts and gymnastics, on a regular schedule, plus a field trip to Glacier Park.

Project Objectives

1. To provide recreation for the young people of the community.
2. To provide leadership and worthwhile activities, during the summer months, for young people who would be totally denied this without the J.O.M. program.

Evaluation

An excellent program with many and varied experiences for the young people of the community, which was evidenced by their good behavior during the summer months, our increased enrollment this fall and better attitude toward the school by our young people.

Curriculum Development and Expansion

Narrative

Mini-courses were offered on a quarter basis in science, English, home economics and art.

Project Objective

1. To expand and enrich the curriculum to meet the needs of J.O.M. eligible students.

Evaluation

This was a successful program, providing additional curricular choices that motivated students to stay in school and helped them develop a positive attitude toward the school.

Incentive Awards for School Attendance

Narrative

Students needed an incentive and reward for regular school attendance to promote their academic and social growth. This was a supplement to the Title IV attendance improvement program.

Project Objectives

1. To improve school attendance in grades K - 12.
2. To promote academic growth in grades K - 12.
3, To enhance self-concept.

Evaluation

This program was successful in helping to reduce an extremely high rate of absenteeism and was a positive reinforcement for students and parents who have developed habits of regular and prompt attendance. Program should be continued and expanded.

Summer 1977 - J.O.M. Recreation Program

Narrative

Without the cooperation and assistance of the school, the young people of the community would be unable to take part in normal summer activities.

Project Objectives

1. To provide worthwhile use of leisure time during the summer vacation.
2. To reduce the potential for delinquency of the youth in the community.

Evaluation

The summer recreation program was valuable because it gave the kids a chance to participate in swimming and baseball. With a more equitable transportation budget, we could also provide local youth with experiences at the lakes and camping areas that are within a reasonable distance.

FRAZER PUBLIC SCHOOL DISTRICTS

Frazer public schools had seven Johnson-O'Malley projects for Fiscal Year 1977. They were Physical Education, J.O.M. Travel, Kindergarten, Senior Caps, Gowns and Pictures, Bicultural/Bilingual, Kindergarten Teacher - Reading Workshop and Native American Cultural Program. The school was budgeted $13,050 for these projects. The number of students served was 199. The schools employed nine Indians as teachers, aides, cooks and food service, bus drivers, janitors and secretaries. Of the three-member school board, two members were Indian.

Physical Education

Narrative

Financial status of most students places them at a disadvantage in trying to participate in curricular and extra-curricular activities.

Project Objective

1. To provide students a more equal opportunity in this area of education.

Evaluation

Committee and P.E. instructor/athletic director were very positive about the student benefits gained through this project. Need criteria was developed and will be maintained.

Kindergarten

Narrative

The Foundation Program is set up to pay for a half-day kindergarten program and Frazer has a full-day kindergarten program.

Project Objectives

1. To provide for and orient children toward modern school practices.
2. To discover, as early as possible, individual needs and handicaps.
3. To eliminate, or at least reduce, any or all obstacles that may prevent each individual from becoming a regular first-grader.

Evaluation

Allocation of funds for this project greatly enhanced the educational opportunities for kindergarten children. Individual budget and expenditures have been developed and maintained.

J.O.M. Travel

Narrative

This project provided funds for the J.O.M. committee to travel to meetings, conferences and workshops which dealt with Indian education.

Project Objectives

1. To inform and update committee members on progressive programs.
2. To provide exchange of ideas for maintaining or adding needed changes to the program.

Evaluation

Information gained will be utilized to upgrade the needs of the Indian community. Committee members felt that these experiences did and will aid them in providing better and more worthwhile services to the community. Individual budget and expenditures have been developed and maintained. Recommend more student involvement in this area.

Senior Caps, Gowns and Pictures

Narrative

Some students cannot afford to buy their own caps, gowns and pictures. They are either on welfare or general assistance.

Project Objectives

1. To develop an interest in graduating from high school.
2. To encourage the students to pursue further education.

Evaluation.

Students were very positive and appreciative. Greatly enhanced student morale. Pictures were not paid for due to criteria. Criteria for eligibility has been established and will be strictly adhered to.

Bicultural/Bilingual

Narrative

The Assiniboine should and must know their own language and culture. Their culture and language will not be lost; it will be carried on. The instructor was Mr. Jerome Fourstar.

Project Objectives

1. To teach the children about their own language.
2. To teach them about their own culture.

Evaluation

The instructor was inconsistent in meeting with the daily class obligations. This affected the continuity needed by students in their learning development.

Kindergarten Teacher - Reading Workshop

Narrative

Workshop provided experience in both the teaching strategies and the philosophical underpinnings of literature as a source of language learning motivation.

Project Objectives

1. To create curriculum out of spontaneous interest and responses of children.
2. To construct, use and evaluate materials for use in individualized instruction in the classroom.

Evaluation

The workshop stressed a broad range of individual and small group instructional practices and the more effective classroom communications through use of dramatic arts. Effectiveness of teacher-gained knowledge will be determined during the 1977-78 school year.

Native American Cultural Program

Narrative

A local Assiniboine elder, Jerome Fourstar, was hired to give our primary grade students instruction in the Assiniboine culture and language. He instructed them three hours per day to give them a knowledge of the Assiniboine vocabulary, grammar and a knowledge of their culture, history and heritage.

Project Objectives

1. To develop in students a conversational knowledge of their language.
2. To increase student awareness of their ethnic history.
3. To increase student awareness of their cultural heritage.

Evaluation

Teacher observations and evaluations.
Student test results and grades.
Administration evaluation.
J.O.M. committee evaluation.

POPLAR PUBLIC SCHOOL DISTRICTS

Poplar public schools had eight Johnson-O'Malley projects for Fiscal Year 1977. They were Indian Studies, Instructional Aides, Indian Education Coordinator, Big Brother/Big Sister, East End Buses - Transportation Project, Rental of Band Equipment, Graduation Projects and J.O.M. Travel. The schools were budgeted $51,844.89 for these projects. The schools employed 28 Indians as teachers, counselors, aides, cooks and food service, bus drivers, janitors, home-school coordinator and others.

Indian Studies

Narrative

Because Indian studies was practically non-existent, the Indian Education Committee purchased books, films, filmstrips and materials and obtained a model year's course which may be taught at the high school level. This will, hopefully, inspire everyone involved to get a proper perspective on the events and issues that affected the Indians. Teaching of the Sioux language was also a part of this program.

Project Objective

1. To instill within the Poplar school districts, curriculum and Indian studies program that covered Indian issues of the past and the present.

Evaluation

There were sufficient textbooks, films and materials provided for the Indian studies class. Because of the interest, the instructor would like to have the Sioux language taught the whole year. The course for next year should be programmed as follows because of the large interest in these areas:

1. History of the Sioux and Assiniboine Indians.
2. Contemporary issues and problems confronting Indians today.
3. Treaties and Acts made with Indians.
4. Modern Indian history and local tribal government.

Instructional Aides

Narrative

There was a need within the Poplar school system for Indian instructional aides. Too often Indian children are erroneously labeled as slow and taken out of the classroom to a special program. The young Indian student needs to stay in the class and have Indian adults to learn from and to associate with, especially in his early years of education. The aides worked five days a week, three hours in the morning when reading and math were taught.

Project Objectives

1. To provide a person in the classroom that Indian students can relate to.
2. To bridge gaps between Indian students and teachers.
3. To interpret Indian student needs to teachers who may not understand the differences of the two cultures.
4. To improve school attendance.

Evaluation

All teachers who had J.O.M. aides said they very much wanted the program to continue for next year and they would like to have them work full days, if possible. They would like the aides to begin working with the teachers at the beginning of the year when school starts. Reading levels of students have increased, in some cases, as much as a grade and a half. Math skills have also shown marked improvement. Attendance of students has improved. We have had less parent/teacher/student misunderstandings

about school matters. This program has been our most successful and we hope to increase it to full days for our 1977-78 program.

Indian Education Coordinator

Narrative

The coordinator was the link between the school administration, the faculty and the Indian Education Committee. This person watched over all Indian education programs in order to keep the committee informed of their progress and any problems. The coordinator developed new and revised budgets and submitted them to the committee for evaluation and approval. They attended all school board meetings, keeping the board informed of Indian education matters. This person had committee approval before expending any J.O.M. funds.

Project Objectives

1. To provide direct linkage between the involved parties.
2. To evaluate special needs of Indian students.
3. To provide justification of expenditures.
4. To coordinate special and general J.O.M. meetings.

Evaluation

So far the program has been successful and, with the joining of the J.O.M. and Title IV Indian Education Committees, this position is definitely needed to handle the office work for the programs.

Big Brother/Big Sister

Narrative

High School students who demonstrated good character, judgment and academic achievements were selected to be a "brother" or a "sister" to a younger student who needed help with academic or personal problems. High school students received some training in counseling and weekly stipends.

Project Objectives

1. To provide primary and elementary Indian students, who have academic and social problems, with incentive to achieve in school.
2. To reduce truancy and dropout rates.
3. To provide high school students with realistic view of school and student problems.
4. To equip Indian high school students with special skills to help them become active in school affairs in later life.

Evaluation

The high school students involved have related that serving as big brothers and sisters has helped them to organize their time and has helped them to better understand young people and some of their problems. Some of the students stated that it was going to prepare them better for future parenthood in dealing with their own children and problems that may develop.

East End Buses - Transportation Program

Narrative

By use of two school buses, students from the east end of town were provided transportation to school, thus lessening absentee and tardy rates of students. During cold weather months bus transportation provided protection from inclement weather.

Project Objectives

1. To lessen absentee and tardy rates.
2. To protect children from inclement weather.

Evaluation

The program operated satisfactorily. However, a change in the route may be made for the FY '78 school year. This is an important program, and if Indian Education does not carry it as one of its projects, it will be stopped as the school district does not have the funds necessary to keep it in operation.

Rental of Band Equipment

Narrative

Many of the Indian students do not participate in music studies due to the cost of either renting or purchasing of equipment. The J.O.M. committee developed this program to pay the first nine months rent on the instrument with the parent paying the last nine months.

Project Objectives

1. To encourage Indian students to participate in music.
2. To help with the cost of renting or purchasing equipment.

Evaluation

There are more Indian students participating in band and much more interest because of this program. Eleven students were in the more advanced band classes and were able to purchase the instrument after the nine months assistance from J.O.M.

Graduation Projects

Narrative

Due to the low income of many families funds were made available to pay for the necessary graduation expenses of Indian seniors. This program was not approved, but because we had carryover funds from FY '76, we were able to provide the services.

Project Objectives

1. To provide for graduation expenses of Indian seniors.
2. To help relieve the financial burden of low-income families.

Evaluation

This year J.O.M. helped 22 Indian seniors. If it were not for this program, as many as 12 of those students would have been unable to get money for their graduation needs. This program should be included for next year.

J.O.M. Travel

Narrative

This project provided funds for committee members to allow for attendance at various educational conferences held throughout Montana.

Project Objective

1. To educate the parent Indian Education Committee on matters concerning Indian education.

Evaluation

We had to revise our 1976-77 budget to provide funds for this program. However, it would be nice if it could be funded at the beginning of the year since some of the workshops and meetings are necessary for committee members to attend.

WOLF POINT PUBLIC SCHOOL DISTRICTS

Wolf Point schools had eight Johnson-O'Malley projects for Fiscal Year 1977. They were Expansion of Curriculum Offering, Home-School Visitors, Parental Costs, J.O.M. Committee Transportation, Cold Weather Transportation, Indian Club Activities, Breakfast Program and Summer School Program. The schools were budgeted $54,207 for these projects. The school employed 18 Indians as teachers, counselors, aides, cooks and food service, bus drivers, janitors and home-school coordinators. The projects served 323 students.

Expansion of Curriculum Offering

Narrative

An Indian history course was instituted in the high school for credit. This was an addition to the Indian culture course. Fifty-five to sixty students were registered for these two courses. Sixty to eighty junior high school students were helped by the J.O.M. tutor, predominantly in math and English. Indian source materials and consultation were provided for teachers and students. The director was also liaison for Indian students, parents, teachers and administration.

Project Objectives

1. To provide encouragement, direction and other help to keep Indian children in school.
2. To better the self-image of the Indian student by providing him with a background in his Indian history and culture.

Evaluation

This project contributed toward graduating sixteen seniors, four more than the previous year and nine more than two years ago. It cut dropouts by four percent from last year and fourteen percent from the previous year.

Home-School Visitors

Narrative

We had two home-school visitors, male and female. They mainly checked the causes of absenteeism. They helped parents with paper work and took books and assignments to the homes. They took sick children home or to the clinic or doctor. They worked with other agencies to help solve family problems.

Project Objectives

1. To serve as a contact between family and school.
2. To keep misunderstandings between school and parents to a minimum.

Evaluation

The program kept absenteeism of elementary and high school students relatively low. It helped to keep the parents informed when the children were absent from school. Chronic absenteeism on the child's part was stopped before the child was gone for too long and became discouraged and afraid to return to school.

Parental Costs

Narrative

Teachers and coaches arranged, through the Indian counselor and Indian Studies director, to obtain the needed equipment, supplies or services after the need had been determined by a combination of student, teacher, counselor and director. Claim voucher was signed by the student and countersigned by the Indian Studies director. Voucher was then submitted to the school board.

Project Objective

1. To help Indian children take part in activities in which they might not have participated otherwise, by the purchase of clothing, eye glasses, activity supplies such as athletic and band equipment, insurance, art, home ec. and shop materials.

Evaluation

All these needs were taken care of for the students, but teachers, students and parents need to know the limitations of the component.

J.O.M. Committee Transportation

Narrative

This program promoted Indian parent participation in education by providing the means to attend relevant Indian education meetings and workshops throughout Montana.

Project Objective

1. To get J.O.M. committee members to attend the education meetings which will help them implement the J.O.M. programs in their school districts.

Evaluation

Relatively unsuccessful this year. Per diem rates were too low to compensate for time lost from jobs. Also, the distances to travel and bad weather kept many home.

Cold Weather Transportation

Narrative

Indian children live on the edges of the city, usually more than five blocks from the school they attend. Adequate transportation was not provided. The result was undue absences because of weather conditions or because of illness perpetuated by exposure to the elements.

Project Objective

1. To eliminate excess absenteeism and tardiness to the degree that Indian students have attendance comparable to non-Indian students.

Evaluation

Provided transportation for 130 children during the period of the worst weather.

Indian Club Activities

Narrative

Indian young people needed to participate in some group activity which was enjoyable and provided an opportunity for social acceptance. The girls particularly have been afforded such an opportunity.

Project Objective

1. To provide an opportunity for Indian students to function in a social activity designed to utilize their own particular culture. The Wowase Club of seventy boys and girls in grades four, five and six is an example of the opportunity afforded.

Evaluation

This program led to more participation in school activities in the junior high and high school.

Breakfast Program

Narrative

For several reasons, many of the Indian children go to school in the morning without breakfast. Homes are in turmoil because of divorced parents, one-parent families, poverty, alcoholism or both parents work.

Project Objective

1. To provide nutritional meals for 160 to 200 children.

Evaluation

Behavior of the students has improved in the mornings because of the program. Hyperactivity is reduced, there have been fewer fights and pupils were more attentive in class. The older students did not take advantage of the program as they should.

Summer School Program

Narrative

Summer School afforded a chance for teachers to work with Indian students who had trouble in school. In a relaxed atmosphere many of the problems plaguing the student were solved or at least mitigated. The program helped the student to see himself or herself realistically in relationship to the school, the teachers and the community.

Project Objectives

1. To have 25 or 30 Indian students participate in a program to produce visual aids to teaching. Specifically, film strips, movies and tapes will be made on reservation subjects, local and tribal governments, arts and crafts of the tribes and other cultural subjects.

Evaluation

The program ran from June 13 through August 5.

ROCKY BOY RESERVATION

On the Rocky Boy Reservation, three public school districts received funds from the Johnson-O'Malley program through the Office of Public Instruction. They were Box Elder, Havre and Rocky Boy.

BOX ELDER PUBLIC SCHOOL DISTRICTS

Box Elder public schools had five Johnson-O'Malley projects for Fiscal Year 1977. They were Committee Travel and Expense, Parental Cost Alleviation, Home-School Coordinator, Instructional Aides and Nursery School. The schools were budgeted $35,957 for these projects. The number of students served was 224. The school employed 14 Indians as teachers, aides, bus drivers, janitors, cooks and food service and home-school coordinator.

Committee Travel and Expense

Narrative

The project was developed to help offset the financial burden of committee travel and expenses.

Project Objective

1. To increase parental involvement.

Evaluation

The project was evaluated by J.O.M. meetings and other functions.

Parental Cost Alleviation

Narrative

The purpose of this project was to finance various equipment and activities for those unable to pay.

Project Objectives

1. To relieve parental financial burden.
2. To improve and increase attendance and attitude.

Evaluation

The project was evaluated by the number of students in financial need.

Home-School Coordinator

Narrative

This project provided for an individual to follow-up on absent students and other home-school problems.

Project Objectives

1. To increase parental involvement.
2. To increase home-school communication and relations.
3. To decrease absenteeism and dropout rate.

Evaluation

The project was evaluated by personal observation by administration and certified staff and by input by parents of students who were contacted.

Instructional Aides

Narrative

Individuals to aid the teachers in general classroom activities were provided by this project.

Project Objectives

1. To provide individual attention to students.
2. To provide general assistance to the regular classroom teacher.

Evaluation

The project was evaluated by teacher and administration observation.

Nursery School

Narrative

This project provided for nursery school activities two days per week.

Project Objectives

1. To teach children to follow directions.
2. To teach children to follow a schedule.
3. To aid in the social development of preschool children.

Evaluation

The project was evaluated by teachers, parents' comments and enrollment.

HAVRE PUBLIC SCHOOL DISTRICTS

Havre public schools had seven Johnson-O'Malley projects for Fiscal Year 1977. They were Indian Education Committee Expense, Extra Curricular Supervision and Transportation, Parental Cost, Home-School Coordinator, Tutor/Aides, Preschool Education Program and Remedial Math & Reading Summer Tutorial Program. The school was budgeted $30,850 for these projects. The school employed 16 Indians as teachers, aides, cooks and food service, bus drivers, janitors and home-school coordinator. Of seven members on the school board, one was Indian. The number of students served by these projects was 282.

Indian Education Committee Expense

Narrative

The IEC places heavy emphasis on involvement of Indian people in their program. The involvement requires periodic meetings and liaison with programs in other communities which the committee members attend to upgrade the local program. These funds were used to further the work of the IEC in their effort to improve the educational opportunity of Indian pupils.

Project Objectives

1. To involve Indian parents in the local Indian education program.
2. To involve students in the work of the IEC.
3. To carry out responsibilities of the IEC.
4. To secure parent/adult participation in the work of the committee.
5. To secure attendance of IEC members at state, area and national meetings.

Evaluation

Two committee members attended a regional meeting in New Mexico and two members attended the state conference in Bozeman. Regular monthly meetings of the full committee were held to plan and supervise the projects. Two students were members of the committee this year. Public meetings were held to involve parents in the program.

Extra-Curricular Supervision and Transportation

Narrative

Indian Clubs in both the junior and senior high schools worked to involve more Indian students in school activities. Local Indian students became involved with Indian students in other schools in this area. Adult Indians were involved in activities of the two Indian Clubs to encourage greater student participation.

Project Objectives

1. To increase involvement of Indian pupils in all school extra-curricular activities.
2. To increase the effectiveness of the Indian Clubs.
3. To provide necessary transportation for needy Indian students.

Evaluation

All of the above objectives were attained. More Indian pupils became involved in extra-curricular activities of the schools and the Indian Clubs became more active and better organized through the support of paid personnel and members of the committee working with them. Transportation was provided for Indian pupils to attend extra-curricular activities.

Parental Cost

Narrative

J.O.M. funds were used to pay for such things as graduation expenses, special clothing and travel expenses necessary for school related activities. Eligibility for these funds was based on the hot lunch guidelines and each payment was approved by a subcommittee of the Indian Education Committee.

Project Objectives

1. To provide funds for special clothing, equipment and travel for Indian pupils.
2. To assist Indian pupils to participate in social and extra-curricular activities.
3. To provide travel expense money for Indian pupils.
4. To encourage Indian pupils to remain in school by providing basic supplies and equipment.

Evaluation

This project met all of the objectives. Fourteen Indian pupils graduated from high school, which is the highest number of graduates in any one year to date. Graduation expenses of these students was a major cost of this project, and more Indian parents became involved in activities of the J.O.M. program as a result.

Preschool Education Program

Narrative

This program operated for seven months to meet the special needs of Indian pupils in the four- and five-year-old age group. Bus transportation and a noon meal were provided. Regular health services, through the school nurse and the Indian Health Service at Rocky Boy, were provided. The instructional program was planned to upgrade basic preparation for school.

Project Objectives

1. To provide experiences to prepare Indian children for entrance into the regular school program.
2. To provide language experiences to upgrade language skills of each participant.
3. To provide health and nutritional services as an early prevention effort.
4. To provide early learning experiences common to white counterparts.
5. To introduce Indian culture and history.

Evaluation

All objectives of this project were attained at a high level. Seventeen pupils were involved in the preschool program and the five-year-old pupils were well prepared for entrance into the first grade through the intensive basic skills emphasis of this project.

Home-School Coordinator

Narrative

The home-school coordinator worked with students, parents, teachers and school administrators. The sole purpose was to try to solve problems of poor attendance and the serious dropout rate of Indian students within the school system. Statistics show that these are the major problem areas concerning Indian students throughout the United States.

Project Objectives

1. To gain the confidence of the parents so that they would feel free to discuss problems of why the students are not in school on a steady basis.
2. To coordinate efforts with the administrators, teachers and parents.

Evaluation

Attendance records showed an improvement this past year. Liaison between the parents and school has helped the school staff to understand the child. It also has helped in relating efforts and concerns of teachers to parents.

Tutor/Aides

Narrative

The primary rationale for employing Indian aides in the Havre public schools was to provide supportive services to all Indian pupils and to be seen by Indian students as role models.

Project Objectives

1. To get to know all Indian students in the schools where they work.
2. To have concern and give attention to attendance, achievement and problems of Indian students so that the parents may be contacted, both on a positive and a negative basis.

Evaluation

The principals from each school made periodic evaluations of tutor/aides in their respective schools. Negative comments were taken as constructive remarks which the tutor/aides concentrated on to upgrade the level of work assigned to them. Monthly meetings were held for tutor/aides in the home-school coordinator's office so that they might gain and exchange knowledge to benefit the students, themselves and the school system. This past school year many challenges were met. The principals and teachers felt that this was a good year and they are looking forward to the next school year when the tutor/aides will return.

Remedial Math and Reading Summer Tutorial Program

Narrative

Thirty to fourty low achievers in grades one through six were selected, on the basis of need, for participation in a four-week, individual tutorial program. Attendance and achievement were rewarded with movie tickets and Dairy Queen treats each week. An attendance person provided transportation for student participants.

Project Objectives

1. To improve basic skills in reading and mathematics.
2. To provide individual instruction directed to identified weakness of each pupil.
3. To give pupils an experience of success in school work.

Evaluation

As indicated by the attached data/information, the summer tutorial program was a success in the number of pupils served, academic improvement and attendance. An additional tutor was hired with Title IV funds to serve Indian youngsters who were unqualified under J.O.M. regulations.

ROCKY BOY PUBLIC SCHOOL DISTRICT

Rocky Boy elementary school had two Johnson-O'Malley projects for Fiscal Year 1977. They were Special Project (Teachers' Aides) and Special Project (Curriculum Coordinator). The school was budgeted $73,322.70 for these projects. The number of students served was 354. The school employed 51 Indians as teachers, administrators, aides, cooks and food service, bus driver, janitors and others. The five-member school board was comprised entirely of Indians.

Special Project (Teachers' Aides)

Narrative

Fifteen teacher aides were employed in classrooms to assist teachers with instructional as well as routine teaching and record keeping. Upward mobility in a career opportunity college program was part of the project.

Project Objectives

1. To provide on-the-job training and experience for prospective Indian teachers.
2. To provide Indian children with role models.
3. To provide individualized instruction to meet individual needs.

Evaluation

Evaluation was conducted on a continuing basis by the teacher. Self-evaluation by interns. An external evaluator was contracted to put the evaluations into printed format.

Special Project (Curriculum Coordinator)

Narrative

A curriculum coordinator was responsible for the supervision and coordination of the daily activities and instruction taking place in Headstart through grade eight within the Rocky Boy school system.

Project Objective

1. To coordinate and supervise instructional program at Rocky Boy school.

Evaluation

Instructional staff, school board, administrators, parent committees, Headstart committees and the curriculum coordinator conducted two evaluation seminars. Teacher evaluation forms and other check sheets were used.

TABLE I

MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1977

Fiscal Years	Allocations	Numbers of Eligible Participants
1948	$ 176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094
1973	1,060,000	7,613
1974	1,060,000	6,666
1975	1,060,000	6,869
1976	1,212,234	6,243
1977	850,552	4,064

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

RECEIPTS

Balance carried forward July 1, 1976		$ 98,007.50
Johnson-O'Malley 1977 Contract	$ 850,552.46	
Administration Transferred to 1977	$ 15,247.61	
Refunds from Schools	$ -0-	
District Transfer to 1977	$ 22,711.24	
TOTAL		$ 888,511.31
TOTAL FUNDS AVAILABLE		$ 986,518.81

EXPENDITURES

1. Administration		$ 55,247.61
2. Youth Practicum		$ 30,485.38
3. Speech Meet		$ 4,500.00
4. Parental Costs		$ 10,908.07
5. JOM Committee Costs		$ 6,892.38
6. Special Programs - District		$ 486,470.21
A. Guidance and Counseling	$ 59,488.46	
B. Attendance and Home Visitor	$ 34,315.66	
C. Education Aides	$ 187,886.47	
D. Education Tutors	$ 3,283.65	
E. Study Centers	$ -0-	
F. Indian Culture and History	$ 16,144.13	
G. Curricular Offerings	$ 9,645.68	
H. Inservice Training	$ 1,145.22	
I. Special Education	$ -0-	
J. Summer Programs	$ 19,984.88	
K. Other Special Programs	$ 154,576.06	
7. Kindergarten and Preschool		$ 54,195.14
TOTAL EXPENDITURES		$ 648,698.79
Balance 1977 Funds Remaining	$ 337,820.02	

JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET
FY 77

Johnson-O'Malley -- Indian Education Program

Code			
1106	Salaries, Professional	$18,325.00	
1109	Salaries, Support	8,520.00	
1406	Employee Benefits, Professional	2,336.00	
1407	Employee Benefits, Support	1,118.00	
	Personal Services		$30,299.00
2100	Contracted Services	1,500.00	
2200	Supplies and Materials	400.00	
2300	Postage and Long Distance	700.00	
2400	Travel, In-state	2,500.00	
	Out-of-state	1,500.00	
	Non-staff (Indian Ed Conference)	2,000.00	
2800	Dues and Subscriptions	50.00	
	Operations		8,650.00
3000	Equipment	239.00	239.00
8199	Indirect Costs		11,412.00
	TOTAL		$50,600.00

Indirect Cost Rate: 29.3

Total personal services & operations	$38,949.00
Indirect cost rate	29.3
	$11,412.00

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Summary of Allocations

Other Special Projects

University of Montana	$ 4,500.00
Montana Indian Youth Practicum	33,750.00
Rocky Boy Tribe	4,000.00
TOTAL	$42,250.00

TABLE II

JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATION

Reservation	Total Johnson-O'Malley Funds
Crow	$162,125.00
Fort Belknap	112,306.00
Fort Peck	148,761.90
Rocky Boy's	140,129.70
TOTAL	$563,222.60

District	No.	Total	Enrollment JOM No.	Enrollment JOM %	FY76 Taxable Valuation	FY76 Tax Levy	FY76 ANB	General Fund Budget	P.L. 874 Entitlement	Title I Receipts	JOM Receipts
Box Elder Elementary	13	186	133	72	781,475	10.96	181	239,021	95,038.54	5,214	28,267.83
Box Elder High School	G	122	103	84	781,475	8.37	115	249,258	116,759.15	7,546	8,432.00
Frazer Elementary	2	114	108	95	1,126,971	19.95	130	226,082	25,886.42	18,358	12,500.00
Frazer High School	2B	61	53	87	2,003,649	5.72	75	165,822	12,109.92	9,096	550.00
Brockton Elementary	55	167	162	97	379,098	38.76	146	218,556	133,506.15	28,443	9,970.00
Brockton High School	55F	59	58	98	379,098	21.87	43	126,025	18,657.94	9,902	19,690.00
Hardin Elementary	17H	1,224	433	35	12,662,002	26.69	1,195	1,467,221	164,326.11	89,058	29,750.00
Hardin High School	1	549	131	24	13,989,243	12.39	520	693,902	104,162.43	24,914	13,746.00
Harlem Elementary	12	449	232	52	2,047,468	10.65	411	462,121	126,727.15	29,477	11,367.00
Harlem High School	12	204	101	50	3,647,530	17.85	182	404,556	107,612.97	6,495	40,060.00
Hays-Lodge Pole Elementary	50	227	149	66	163,822		264	388,323	157,391.37	70,206	53,774.00
Hays-Lodge Pole High School	50	93	85	91	163,822		75	346,492	157,620.61	18,039	7,105.00
Havre Elementary	16	1,801	214	12	15,587,477	48.86	1,850	2,307,566	27,653.20	56,862	22,350.00
Havre High School	A	1,092	64	6	18,605,211	35.06	1,139	1,597,169	27,053.96	27,700	8,500.00
Lodge Grass Elementary	27	339	248	73	2,288,381	5.56	340	435,411	126,451.20	42,728	30,573.00
Lodge Grass High School	2	153	115	75.2	25,745,063	.35	137	337,256	123,244.25	28,666	
Poplar Elementary	9	645	490	76	5,765,013	24.62	620	122,729	351,474.74	31,796	34,602.00
Poplar High School	9B	240	100	42	5,765,031	35.49	262	144,123	102,720.09	0	29,462.00
Pryor Elementary	2	79	72	90	884,254	8.27	75	142,444	61,752.38	14,166	24,500.00
Pryor High School	3	59	57	96.6	884,254	8.59	48	140,483	85,548.86	5,372	27,000.00
Rocky Boy Elementary	87	337	334	99.1	88,914	1.59	266	422,937	123,096.61	61,858	82,978.00

District	No.	Total	Enrollment JOM No.	Enrollment JOM %	FY76 Taxable Valuation	FY76 Tax Levy	FY76 ANB	General Fund Budget	P.L. 874 Entitlement	Title I Receipts	JOM Receipts
Wolf Point Elementary	45	697	246	35	5,031,169	40.59	705	196,771	109,815.07	52,141	54,207.00
Wolf Point High School	45A	390	93	24	7,993,534	23.65	429	194,863	57,205.01	24,916	
Wyola Elementary	29	90	74	82.2	1,292,038	32.95	80	167,335	30,602.45	4,330	29,456.00

FINAL REPORT OF JOHNSON-O'MALLEY ELIGIBLE STUDENTS
Fiscal Year Oct. 1, 1976 to Sept. 30, 1977

ENROLLMENT OF JOM ELIGIBLE STUDENTS BY AGE AND GRADE FOR THE FISCAL YEAR

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total Indian Enrollment	(1) Transfers	(2) Dropouts a	b	c	d	e	f	g	h	(3) Total Compl	(4) Total District Enroll.
Kg.	12	246	75	2													335	23	11								248	643
1		5	208	128	24												365	49									273	655
2			8	188	107	33	1										337	34									254	579
3				2	150	106	28	4									290	27						1			210	552
4				1	6	136	133	28	11	3							318	26									228	543
5						6	148	124	37	5	2						322	19	1								258	574
6							7	130	125	38	11	1					312	20	2						1		234	593
7								5	127	131	57	8	3				331	39	5							4	273	662
8								1	10	133	95	49	9	1			298	25	5						1	7	248	630
El. Ug.			5	3	1		8	3		4	1	1					26	1									26	39
Total Elem.	12	251	296	324	288	281	325	295	310	314	166	59	12	1			2,934	263	24					1	2	11	2,252	5,470
9										6	161	109	35	5	1		317	26	10	1	1	1	2		1	43	205	693
10											8	116	109	78	5	1	317	25	20	1	5	1	2	2		51	142	670
11												4	97	85	23	3	212	15	16	4	1			1		26	112	582
12													1	95	59	22	177	4	5	4	1		2			7	134	535
Sec. Ug.											5	1		1			7	1									7	11
Total Sec.										6	174	230	242	264	88	26	1,030	71	51	10	8	2	6	3	1	1 7	600	2,491
Total El & Sec.	12	251	296	324	288	281	325	295	310	320	340	289	254	265	88	26	3,964	334	75	10	8	2	6	4	3	2 8	2,852	7,961

(1) Students known to have re-enrolled in another school of any type during the fiscal year

(2) In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents, (b) marriage, (c) employment, (d) detained by law agencies, (e) illness, (f) death, (g) expelled, (h) other. Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c

(3) Total number of JOM Eligible Students completing the fiscal year (Subtract sum of Col (1) and Col (2) from Total Indian Enrollment)

(4) Total Enrollment of Students in the District for the fiscal year, regardless of ethnic group

Note: Elementary Ungraded (El. Ug.) may include pre-kindergarten as well as special students in any category
Secondary ungraded (Sec. Ug.) includes all special students of high school age

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